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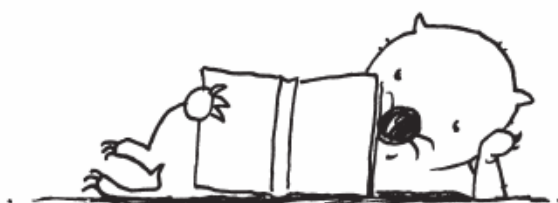
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Growing and Changing

LEARNING FOR LIFE

- 🕒 I can ask questions to discover new information.
- 🕒 Books which provide information are called nonfiction.
- 🕒 Books are not the only sources of information.
- 🕒 Planning helps me organise my thoughts so I can express them clearly.

FOCUS QUESTIONS

- How do living things change as they grow?*
- How have you grown and changed since you were a baby?*
- Why is order important?*

RESOURCES

- 🕒 'The End' in *Now We Are Six* by A.A. Milne
- 🕒 rolls of non-stretchy paper or ribbon
- 🕒 a height meter or measuring tape
- 🕒 A3 paper
- 🕒 'Story of Me' booklet, (see lesson bank, page 26)
- 🕒 a digital camera
- 🕒 BLM 16

LEARNING ACTIVITIES

THE CHANGING ME

Share 'The End' by A.A. Milne. Discuss how students have grown and changed since they were born. Have them find out how old they were when they reached the traditional milestones of those first few years, such as sitting alone, crawling, cutting their first tooth, walking, climbing, speaking, riding a trike or bike, starting school and so on.

Divide an A3 sheet of paper into six sections. You could use the lines from the poem as the title for each section. Explain to students that a time line is one way of putting ideas in order so they can be shared. Have them illustrate each section with either drawings or photographs. For the final section, discuss the sorts of things they can do now that they couldn't do when they were younger—that make them 'clever as clever'. Encourage individual or unusual achievements. After the activity, share students' work and discuss how they all did the same things in the same order and at about the same age.

THE GROWING ME

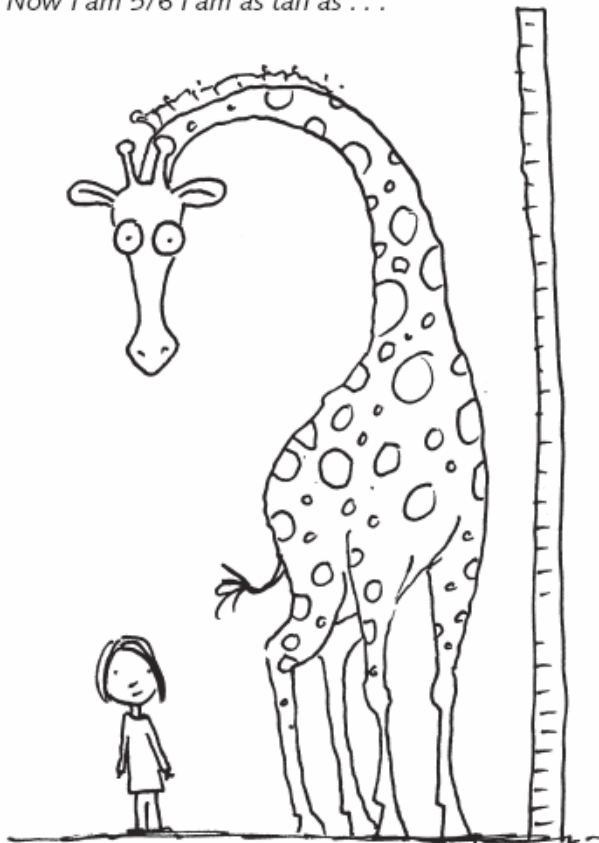
Collaborate with the classroom teacher and parents before this lesson so that students know their birth length. (At the same time have them obtain photographs and dates to accompany the time line in the section below.) List the lengths on the board so students can pair up with someone of the same measurement. Give them a strip of paper or ribbon which matches their length and have them

find items that are the same length. On one page of their 'Story of Me' booklet have them write and illustrate the following line.

When I was born I was as long as . . .

Use the height meter to measure their current height and cut a strip to match this. Have them find something that has the same measurement and then write and illustrate it in on one page of their booklet.

Now I am 5/6 I am as tall as . . .



MY PERSONAL TIME LINE

Explain to students that although we all grow and change in similar ways at similar times, there are other things that influence our lives that only we experience, such as moving house, going to hospital, going overseas and so on. Using the information and their illustrations (or photographs brought from home), have them construct their personal time line of significant events, stressing the need for these to be in order. Include the year of the event to help them develop their sense of the passage of time.

When I was one, in (year). . .

When I was two, in (year). . .

When I was three, in (year). . .

When I was four, in (year). . .

When I was five, in (year). . .

Now I am six, in (year) . . .

FUTURE SHOCK

Have students draw the things they think they will be able to do when they are 10, 15 and when they are fully grown up.

GROWING THINGS

Construct a chart which classifies objects according to whether they are living or non living. Have students search through magazines for appropriate pictures to illustrate the chart. Develop a definition that describes the key characteristics of both categories.

HAIRY HARRY

Planting seeds is a great way to demonstrate growth and change. Introduce the concept of instructions and follow those on **BLM 16** to make either a class or individual Hairy Harry. Explain the importance of having all the requirements ready before starting, and of following the instructions in order. Take photographs of each step of the construction.

When Hairy Harry has been made, make an enlarged copy of **BLM 16**, illustrate it with the photos and display it with Hairy Harry. Review the procedure to develop the language of order.

What did we do first?

What did we do next?

Why did we do . . . before we did . . .

If we did step three before we did step two,

what would happen?

Construct a diary of Hairy Harry's growth by dividing a large sheet of paper into several sections. Date the first section and record what students did. Make daily observations of the changes that are observed and record these in the dated sections. Illustrate each change with photos.

LIFE CYCLES

Introduce the concept of life cycles and how all living things progress through a sequence of events from birth to death. Explain that while Hairy Harry helps us observe the life cycle of a plant, it is not always possible to watch the real thing in action. Show students some nonfiction books about life cycles and explain the role of nonfiction as being for information rather than imagination. Choose some fiction and nonfiction companion books such as *The Very Hungry Caterpillar* (Penguin) and a nonfiction book about butterflies, and have students identify which ones are written for the imagination and which for information.

What are the main differences between the two types of books?

NOT JUST BOOKS

Explain that books are not the only source of information. Introduce them to interactive objects or search the internet for "life cycles" and *interactive* for many other examples. Similarly, a search for *frog* + "life cycle" + *video* (substitute any creature for 'frog') will deliver many sites where students can view videos of creatures progressing through their life cycles. After students have participated in the activities or viewed the videos have them retell what they learned, stressing the importance of the sequence of events.

